Abstract

As we know Stress is a negative physical, emotional, nervous system response to feeling in some way overwhelmed. It is usually causing that the perceived demands are placed upon as appear to outweigh our ability to cope up with the situations in life. Stress are different in each person's for different reasons, in the basis of the educational system it was due to work load of the teachers are increasing day by day, so the researchers study was on the basis to analyze the problem of teachers and help them to reduce it, with the help of the authorities or management of the government higher secondary school, Karunagapally and Sree Narayana central school, Karunagapally. So the research paper looks to identify the feelings and thoughts associated with stress and to analyze the perceived stress level among the school teachers. Descriptive design was adopted by the research for the study. The researcher choose comparative study for the project, The target group was school teachers from the Government higher secondary school, Karunagapally and the Sree Narayana Central school, Karunagapally with the sample size 30 each from the school and the total sample size is 60. The study is conducted through questionnaire method. Perceived stress scale was used as the tool for data collection. The major findings of the study was due to the overload works, extra duties rather than teaching, continuous class hours etc there is prevalence of stress level among school teachers. The research study is conducted to reduce the stress level among school teachers.
I. INTRODUCTION

“Stress has different natures such as negative physical, emotional, nervous system it response to feeling in some way which weary. It is usually caused when the perceived demands placed upon as appear to outweigh our ability to cope”. One of the psychological problems faced by the individuals in their life is stress. In human life mostly the reason for the stress was happen because of the hardest situations which can’t handle by themselves in the families, work place, financial problems, social and environmental problems, which are potentially harmful and uncontrollable to an individuals who faced in life and also the problems which can’t control by mind, sometimes it lead to other illness and causes death. On the other hand it results that the psychological problems, such as anxiety, depression, hopelessness, over expectations and the situations which they can’t solve in the situations. The main reason for stress increasing was due to several occupational reasons and now a day we know that the job stress between the school teachers are increasing day by day with new responsibilities they need to manage in schools like extra works and also to complete the portions in time, manage job and family, so the focusing group of researcher is the “Perceived stress level among school teachers”. School teachers are one of the groups which mostly affected stress. Sometimes the work related stress was affected them due to the situations such as the work overload, stress due to large quantity of students in a class, managing the students, extra duties rather than teaching, over time works in a day, to managing the time for family. In between the school teachers sometimes if the academic performance of the students in the class was poor then the teacher wants to give explanation to the management and the parents, managing students in the class, if the children in the class especially the boys if they create any issues in school, parents and school management will compel the teacher and sometimes it can’t solve by teacher, so it will be reason for create stress in teacher. In the government school the teachers want to do extra duties such as election duties, exam duties in non instructional working days, and if any of the teacher was on leave the remaining teacher will responsible to manage that students. So the continuous class hours will increase job stress. Due to the stress there are changes that affected to their physical and mental health.

In teaching profession stress will increased on situation based, sometimes the quality of teachers and the stress creates the tensions in their minds and it will affected to the relationships, mostly in the case of the teaching profession it was due to heavy workload, continuous class hours, extra duties rather than teaching, because of that tensions the teachers mind will fully disturbed sometimes it will also makes disturbances at the time of teaching at its affected to the students in the class, unsecured state of job, low payment of salary, lack of career development, variations in the communications, harassments by peer teachers, by students or any other management teams, family members and economic problems. Teachers stress creates the peacefulness in the mind and life of teachers; it will be reason for the negative effect on their work performances. “Teacher stress may be defined through the experience by a teacher of unpleasant,
negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspects of their work as a teacher”. Generally the people who have in the field of another professions they believe that teacher’s life is stress free or less stressed when it compared with other professions like IT professions, engineers, doctors etc it’s because of the myth in the community that teachers has to work only two to three hours in school or college and they are in leisure for the remaining five to six hours, but on that time they need to complete their pending works and prepare notes for next coming hours.

According to Dr. Hans stress defined as “A state of psychological and physiological imbalance resulting from disparity between situational demand and the individual’s ability and motivation to meet those needs.” Stress is also called the silent killer by medical experts because there was a link between the stress and personal health because mostly due to stress there are several health issues were generated and they couldn’t take proper treatment for it and they take self medication for a relief. There are many factors which contribute to stress at work like uncertainty about duties and responsibilities to complete, lack of participation in decision making, responsibility for others are faced by the teachers due to their works. The stress which also creates some of the internal problems in the body mainly the disease condition, back pains due to continuous class hours, high level of temperature due to the stress and anxiety mostly the headaches, sleeplessness, head spinning are regularly seen in the individuals so that they can’t proper in their routines, sometimes they can’t concentrate in their works because of that sometimes their mood change to anger to things they don’t like. “Because of the sleeplessness the stressor persons take self medications and they also used tranquilizer pills for getting proper sleep in night after some days it was cannot be quantified with one or two tablets extra for better sleep and at last without the pills they can’t sleep and they become addicted to the medicines, because of the over use of the medicines it turns to severe health issues and they need help of the psychiatrists but it was very hard to recover their problems faster it will takes time or years”. Another problems which faced by the teachers are when the teacher who works in the private school was very hard to adjust with the government school students and also the duties in the government schools, Work load and extra duties are more in the government schools than the private schools and the potential problem for the teachers requires a holistic approach and conduct the preventive stress management programs provided within the education will help to reduce the stress level among school teachers, and also conduct the training programs to reduce their own problems due to job stress in their own way, One of the study shows that when compared to people in other professions, had the highest levels of occupational stress.

During the time of teaching the teachers cannot sit in the class, if there was continuous five hours that whole hour the teacher should stand and teach, for exam duties three hours, sometimes weekly in four days the teachers have extra duties in schools in morning, afternoon and evening so the teachers should present in the school before the
students came and check it out whether the students and in full uniforms or not, they are fighting, the student was regular in school or not and there other extra duties are also provided to the teachers by the authorities for that there is no extra payment for the teachers.” There was entirely difference in between the government schools and the private schools, most of extra duties are for the government school teachers and comparatively less to the private school teachers”. But stress level among the school teachers is mostly same situation in both teachers. The another problem for the stress in between the government schools and private schools is the age group of the teachers, mostly the aged teachers are working in the government schools and the young teachers are in the private schools, through the PSC tests they appointed teachers in the government schools, so most of the teachers in the government schools are started their career at the age of 29-32, at that time most of them have health issues after their delivery. “Since the health issues the continuous class hours, work load, managing the students, and the another issues like at the time of class hours the teachers are not allow to sit in the class and the extra duties like election duties and public service commission exam duties for the government school teachers are reason for the issues.” One of the primary difference between the private and public schools is in the private schools is their source of funding private schools do not receive government funding therefore there is tuition cost to support their school and public schools receive per pupil funding from the government. Duties and stress level of both teachers are almost same and the salary for private school teachers is average than the government school teachers.

Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual’s ability and motivation to meet those needs.” One of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life”, The stress also have both negative and positive side, Stress is good when the situation offers an opportunity to a person to gain something. It acts as a motivator for peak performance. There are external pressures to the school teachers in schools and teachers have limits to stress and based on physiology it focuses on the forms of reactions taken by teachers in response to these pressures and they show through in their body language, The emotional and bodily manifestations stress manifests itself is distinct to every individual, and can vary according to circumstances. The most common indicators of stress are behavioral and emotional manifestations its shows like anger, crying teeth grinding, nail biting, mood swings, irritability in intellectual manifestations its shows lack of concentration, lack of awareness, reduced creativity and in physical manifestations its shows Insomnia, over eating, headaches, rash, nausea, sneezing, constipation, loss of appetite mostly it happens through situation based. Some of the symptoms are connected to stress, through that the interactional approaches they need to identify the sources of stress and the behavior that they adopt to cope with the situations they need to face, the concept of teacher stress was mainly defined by the cause and effect and the coping strategies that teachers can tackle stress problems. Every profession has its own difficulties but
sometimes it cannot overcome individually so the responsible authorities to help them to reduce their stress level among the school teachers. Mostly in the school the authorities provided counseling for school students to solve their problems why they are not providing these to the teachers to solve their problems such as the stress, anxiety and other problems, it was very helpful to teachers to solve their problems due to their works. So the purpose of the study was on the basis of analyze the problem of school teachers and find out the way to reduce their stress level and help them to reduce it with the help of the authorities in effective manner.

II. REVIEW OF LITERATURE

- According to the study of the various common stressors amongst teachers, it also focuses on individual as well as organizational interventions adopted by teachers to cope with occupational stress. (Vibhuthi Gupta, 2015).
- According to the study of the potential problem for prospective teachers requires a holistic approach and preventive stress management programs provided within tertiary education. (Sallie Gardner, 2010).
- According to the study of the Perfectionism in school teachers relations with copying style and burnout. Teachers suffer from stress and burnout in numbers greater than those in similar professions. (Stoeber J and Rennert D, 2008).
- According to the study of the Teachers intervention challenging pre-service education. (Campbell, M, A and Uusimaki, L S, 2006).
- According to the study of the Overload and stress in teachers, It is a apparent that more research needed into the complexities of professional satisfaction and its relationship to teacher stress. (Chalmers A-2004).
- According to the study of the Stress, social support and psychological distress among prospective teachers. (Chan, D.W, 2002).
- According to the study of the Teacher performance and personal life stressors, on the personal level teachers stress can affect health, well being and performance. (Larchick R and Chance E, 2002).
- According to the study of the contemporary conceptualizations of work related stress and argue that the current discourse is based on selective interpretation of the empirical evidence of teachers. (Wahlwright, D and Calnan, M, 2002).
- According to the study of Teaching and teacher education, teacher attrition is generally positioned within research addressing teacher shortage, the wastage of resource and expertise, as well as that concerning teacher’s lowly status and poor working conditions. (D Macdonald, 1999).
- According to the study of the Identification of stress in teachers. Type A people are busy, rushed, tense, self-confident and aggressive and more prone to stress.
Type B people on the other hand are lower, calmer, more secure and less likely to experience stress. (*Brown M and Ralph S, 1998*).

- According to the study of the Increasing costs of occupational stress for teachers. They describes one of the complexities of teaching as a profession that teachers can be much stressed and still experienced satisfaction with some aspects of work. (*Travers, C and Cooper, C-1998*).

- According to the study of the Teacher burnout from a social-cognitive perspective. Its point out that there is a difference between perceived and actual levels of social support and that the relationship between social support and stress. (*Schwarzer, R and Greenglass E-1998*).

- According to the study of the Occupational stress, burnout and health in teachers. They discuss a range of methodological issues including the importance of moderating variables. (*Guglelmi. R and Tatrow. K, 1998*).

- According to the study of Teacher stress is that many talented men and women with high expectations of achievements are despaired and disillusioned. Some leave the profession; others study but are plagued by multitude of physical, emotional and behavioral stress related manifestations. (*Cheryl J. Travers and Cary L. Cooper, 1996*).

- According to the study of the Stress as a process of behavioral, emotional, mental and physical reactions caused by prolonged, increasing or new pressures that are occupational stress among school teachers significantly greater than the availability of copying strategies. (*Dunham, J, 1992*).

- According to the study of Teachers who perceive a lack of support and poor treatment will more likely view their works as highly stressful and high levels of stress. (*Borg M.-1990*).

- According to the study of the of stress on teachers sense of well being and their willingness to stay in the profession. (*Schonfeld I, 1990*).

- According to the study of Teaching and nurturing a family and experiencing all of the expected and unique stressors that are a part of experience of a teacher. (*Lethbridge Alberta, 1989*).

- According to the study of “Preventive and productive teaching and learning” His study also found a correlation between occupational stress and negative feelings in teachers. (*Blasé .J, 1986*).

- According to the study of the Sources of teachers stress and also found a strong correlation between occupational stress and negative feelings in teachers. (*Blase. J, 1986*).

- According to the study of the Identify the stressors task overload, lack of control over activities and outcomes, insufficient satisfaction from work, roll conflicts rapid or unpredictable changes and feelings of teachers. (*Dewe, P, 1986*).
According to the study of the Teachers are not burnout, they are worn out. Instead of burning out over work they turn off to the job and stop attempting to succeed in situations that appear hopeless. (Faber B A, 1984).

According to the study of the Stress and well being in school teachers. Psychological response to occupational stress, it associated with job satisfaction, job demands, teaching resources and job environment, career and training, and people behavior. (Cox T Mackay, C.J, Cox , S. Watts , C. and Brockley ,T.-1978).

According to the study of the A model of teacher stress, which conceptualized teachers stress as a response syndrome mediated by an appraisal of threat to teachers self esteem or well being and by copying mechanisms activated to reduced the perceived threat. (Kyriacou, C and Sutcliffe J, 1978).

III. NEED OF THE STUDY
The main purpose of this study is to understand the teachers of government and private schools, their roles and responsibilities and at the same time to know their stress level and also their motivation towards their job. Because, today they have more duties and responsibilities including continuous class hours, extra duties rather than teaching, changes in syllabus etc. As a result of this their physical and mental stress are increasing rapidly.

IV. OBJECTIVES OF THE STUDY
1. To identify feelings and thoughts associated with stress.
2. To analyze the perceived stress level among school teachers.
3. To study on the difference between Government and private school teachers.
4. To find out solution for reducing the stress level.

V. RESEARCH PROCEDURE
➢ RESEARCH DESIGN
Descriptive design method with standard questionnaire scale is using by researcher.
➢ UNIVERSE
• Government higher secondary school, Karunagapally.
• Sree Narayana central school, Karunagapally.
➢ POPULATION
60 School teachers.
➢ INCLUSIVE CRITERIA
➢ Stress level of school teachers.
➢ From 5 to 12 classes
➢ EXCLUSIVE CRITERIA
Stress level of school teachers excluding other Primary teachers and students.
➢ SAMPLING
The researcher is using purposive sampling method.
➢ SAMPLE SIZE
• 30 school teachers of Govt. Higher secondary school, Karunagapally.
• 30 school teachers of Sree Narayana central school, Karunagapally.
TOOLS FOR DATA COLLECTION
Stress scale is used by the researcher for the study. The perceived stress scale is the mostly used as psychological instrument for measuring the perception of stress level. It is a measure the degrees to which situations in one’s life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable and overload respondents find their lives.

ETHICAL CONSIDERATIONS
- Analyze participant’s unique and complex ethical, legal, social issues.
- Protection of confidentiality and process informed consent.

VI. DATA ANALYSIS AND INTERPRETATION

GOVERNMENT SCHOOL TEACHERS:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-35</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>36-45</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>46-55</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table depicts that the age group of teachers working in the schools are 25 years to 55 years were choose in both the government school and private school. Through the study the researcher identify that the age group of 35 years to 45 years women’s are mostly working in both the government school and private school, and in the age group of 25 years to 35 years are very small numbers in the schools, and the working age of 46 years to 55 years are average in both schools, because in the private schools there is a preference to the fresher’s and in the government schools they were appointed through the test.

Figure 1: Age Group of respondents
The above chart depicts that around 10 percent of teachers of the age group 25-35 years were working in both the government and private school. 63.3 percent of teachers of 36-45 years and 26.7 percent of teachers of 46-55 years old were also working in both schools.

<table>
<thead>
<tr>
<th>Table 2: Govt. Stress Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Stress</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Low Stress</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Medium</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Through the study the researcher identify that the stress level in between the government school teachers because of the job stress and work load the highest stress level is 26.7 percent and the lowest stress level is 30 percent.

In the above graph it is showing that in the government school, 26.7 percent of teachers have high stress level. 30 percent of teachers have low stress level and 43.3 percent of teachers have medium stress level.

<table>
<thead>
<tr>
<th>Table 3: Pvt. Stress Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Stress</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Low Stress</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Medium</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Through the study the researcher identified that the stress level among the private school teachers due to the work load the highest stress level is 30 percent and the lowest stress level is 6.7 percent.
In the above graph it is showing that in the private school, 30 percent of teachers have high stress level. 6.7 percent of teachers have low stress level and 63.3 percent of teachers have medium stress level.

VII. FINDINGS AND DISCUSSION

- The teachers of 25 years to 55 years were choosen by the researcher for the study. The age group of 36-45 years were working in the teaching field was find out 60 percent through the studies.
- Sometimes due to the job stress 33 percentage of the teachers were felt upset because of anything that happened unexpectedly and few of them can’t cope up with the situations in the government school and as the same in the private school also.
- The researcher found that the teachers were unable to control the important things in life because of job stress and most of them don’t have any of the problem in their out of control and some of them can’t overcome the situations in the government school and 43.3 percentage of the teacher almost never unable to control the situations.
- Sometimes most of 53.3 percentages of the teachers were felt nervous in the government school and sometimes 66.7 percentages of the teachers were felt nervous in the private school.
- Confidence level of the government school teachers are higher than the private school teachers, because the students in the government school are very hard to manage than the private school and the government school teachers are very experienced than the private school teachers.
- The things can manage by 40 percentages of the government school teachers and 36.7 percentages of the private school teachers by their own way.
• All the teachers were found that they could not cope up with all things that you have to
do because some of the fresher government school teachers or the teachers came from
the private school teaching field was felt hard with the syllabus and the rules followed
by the government schools.
• Almost the teachers can’t control their irritations by themselves, may be sometimes the
reason will be their personal or due to overload work stress.
• Sometimes the government school teachers felt that you were on the top of things,
through the study the researcher than the private school teachers.
• Angered because of things that were out of control sometimes to the government and
private school teachers.
• Sometimes the difficulties were piling up so high that they can’t overcome by the
government and the private school teachers, sometimes the exam duties and vacation
duties are reasons for the overstress to the teachers in the government and the private
school teachers.
• Through the comparative study the researcher identified that the highest stress level
among the government and private school teachers, the highest level of stress level
found in between the private school teachers, because sometimes the work load and
extra duties, continuous class hours etc are unable to control.

VIII. CONCLUSION

The researcher conducts the comparative study of the government and private school
teachers. The study the researcher identified the overall stress to the government school
teachers and the private school teachers, Before the study the thought of the researcher
was most of the overload work is for the government school teachers such as election
duties and other exam duties rather than the teaching, but there are extra duties is for the
private school teachers also, Mostly the teachers with the age of the 36 – 45 in the
government and private schools are working, through the study the researcher found a
strong correlation between occupational stress and negative feelings in between the
teachers. In the case of the government school teachers some of them are new in the
government field, and the students behavior of the government school and private
schools are entirely different, so the teachers are tensed to manage the students in the
government schools, In the private schools if the behavior of student towards the teacher
was wrong then the management took immediate action towards the student are
difference, Some of the teachers in the government and private school teachers are
feeling the same as tensed, rushed, aggressive and more stressed and in the other hand
such as calm, secure, slower. Some of the teachers took the class through various
activities and it makes the students more interested in the class, and some of the teachers
took lectures to the students. Both the private and the government school teaching
methods are in the same manner.
IX. REFERENCE


[6] Shodhganga.inflibnet.ac.in


TO CITE THIS PAPER